

Type of School: (Check all that apply) ☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Official School Name: St Theresa School

County: Loudoun State School Code Number*: N/A

Telephone: (703) 729-3577 Fax: (703) 729-8068

Web site/URL: www.stsashburn.com E-mail: schooloffice@stsashburn.com

(Principal's Signature) Date _____

Name of Superintendent*: Sister Bernadette McManigal, BVM

District Name: Diocese of Arlington Tel: (703) 841-2519

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: N/A

(School Board President's/Chairperson's Signature)

Date _____

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city

☐ Suburban school with characteristics typical of an urban area

☒ Suburban

☐ Small city or town in a rural area

☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	17	30	47
K	30	27	57	7	13	29	42
1	26	33	59	8	24	21	45
2	17	30	47	9	0	0	0
3	23	36	59	10	0	0	0
4	29	21	50	11	0	0	0
5	31	26	57	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							463

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
4 % Asian
2 % Black or African American
6 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
81 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	463
(5)	Total transferred students in row (3) divided by total students in row (4).	0.024
(6)	Amount in row (5) multiplied by 100.	2.376

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

St. Theresa School does not participate in the free and reduced-price school meals program because we currently do not have any students who qualify for it.

10. Students receiving special education services: 7 %

Total Number of Students Served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>8</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>28</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	97%	97%	96%
Daily teacher attendance	97%	96%	98%	97%	97%
Teacher turnover rate	11%	18%	20%	7%	11%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Long-term illness of a teacher in 2007-08 impacted the rate of daily teacher attendance. In 2007-08 five teachers left; 4 retired and 1 moved from the area. In 2006-07 six teachers left; 2 retired, 1 left for full-time graduate work, 1 moved from the area, 1 became a stay-at-home mother, and 1 was not offered a new contract.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

St. Theresa School (STS), established in 1993, was the first Catholic elementary school in Loudoun County, Virginia for the Diocese of Arlington. Located on a 30-acre campus in idyllic Ashburn, the school boasts an enrollment of nearly 500 students, kindergarten through eighth grade. STS models our mission statement by offering a caring, safe, disciplined and respectful environment, while promoting academic excellence and fostering a love for learning. Recognizing that each child is a unique person with God-given purpose in life, students are encouraged to develop their individual talents and skills to reach their highest personal level of potential. STS adheres to the motto of their patroness, St. Theresa, by striving always to be holy, live humbly and perform acts of kindness each day.

STS, accredited by the Virginia Catholic Education Association and a member of the National Catholic Educational Association, quickly developed a reputation for academic excellence. One of our strengths is that our rigorous curriculum prepares students for accelerated high school placement. A significant number of students are inducted yearly into the National Junior Honor Society and graduates are recognized annually with the President's Award for Educational Excellence. Further tracking reveals graduates are accepted into highly regarded colleges, universities, and military academies.

Cornerstone to this academic success is the dynamic, caring, and professional faculty, many whom hold master degrees. Teachers and administrators are dedicated to developing the students' skills, while recognizing different learning styles and abilities. To ensure highly qualified teachers, the administration provides continuing education courses, seminars, and workshops, thus enabling the sharing, discussion, and implementation of the most innovative trends in education. Teachers are encouraged to serve on diocesan curriculum review committees, take part in textbook selection processes, belong to professional organizations, and participate in Design for Excellence visiting teams. In 2008, a second grade teacher was honored with the Diocese of Arlington's Teacher of the Year Award.

In addition to academics, STS is committed to instilling strong Christian values by teaching students to serve others and perform "acts of kindness" through its numerous local and global outreach activities. Substantial donations have been made to local food banks, medical research, poor and needy families, and natural disaster funds. Students are encouraged to visit nursing homes and STS partners with Birthright and Interfaith Relief. To show their support, students collect and send holiday boxes, candy and cards to the soldiers in Afghanistan and Iraq. Approximately \$10,000 was raised by the students for charity in 2008-09, and countless volunteer hours were served. These charitable events allow the students to give back to their community and help provide the foundation for becoming responsible citizens.

Parent involvement is encouraged and valued throughout STS. Through the generosity and dedication of the Parent Teacher Organization, which generated over \$400,000 during the last 5 years, the students and faculty enjoy access to state-of-the-art technology, including an upgraded computer lab and Promethean boards, science equipment, updates to the Reading program, and subsidized cost of field trips to cultural venues.

STS offers a rich variety of well organized and popular extracurricular activities, including the spring musical, student council, yearbook, chess club, American Heritage Girls, Boys Scouts, Battle of the Books, Green Team (recycling program), Catholic Youth Organization sports, spelling and geography bees, chorus and band. Students go on to excel in state spelling and geography bees and writing competitions as well as diocesan-wide athletic competitions within the CYO program.

STS has a tradition of academic excellence and strong moral and religious values that educates tomorrow's Catholic leaders. Faculty, administration, and parents work collectively to instill a love for learning and a commitment to the community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

St. Theresa School annually administers the TerraNova Achievement Test from CBT/McGraw-Hill, Edition 1, CTBS-5/1997. The TerraNova, implemented in 2000, measures student achievement in Language Arts and Mathematics. Test results are reported in percentiles allowing the school and parents to understand how their child compares with other students in the same grade nationally. For example, a student who receives a score of 85 is performing better than 85% of his/her peers. The scores reported are based on the National Percentile of the Mean Norm Curve Equivalent (NP of the Mean of the NCE).

Last year's 7th grade students easily achieved numbers in the 90th National School Percentile by scoring 87 in Reading and 80 in Mathematics. Additionally, all grade levels have exceeded the "cutoff scores" used to determine placement in the top 10 percent for the past 5 years with exception of one grade in 2008 in mathematics. However despite the number of children in this class who are academically challenged, these students continue to grow and improve due to the availability of the school's exceptional Resource Department.

While STS has noted some fluctuation in both reading and math, our students' performance continues to surpass diocesan averages. Despite our transient population, which consists of many government employees (CIA, FBI, DEA, etc.), and an increasing number of students requiring supportive services, our teachers provide an outstanding educational environment that is reflected in our scores. STS determined the decline in scores from second to third grade is due to the protocol for administering the tests; grade two teachers read the tests to the students and grade three students must work independently.

STS scrutinizes the results of the standardized tests, identifies problem areas, and develops strategies to improve instruction. The implementation of an all-inclusive new cutting edge Reading/Language Arts series for grades K-5 addresses the needs and challenges the abilities of all students. In the middle school, a new Reading/Language Arts series was adopted which promotes higher level reasoning skills. STS created a Head Math Department position, which oversees the complete math curriculum, to address the fluctuation in the math scores. All teachers use Maintenance Sheets for Mathematics in the classroom to review previously taught skills on a daily basis. Other changes include the introduction of "Mad Minute Math Facts", which focus on the students learning their math facts, math manipulatives, which give a hands-on approach, and the installation of eight Promethean Interactive Whiteboards, which enhance the teachers' lessons plans. The use of hand held Active Votes provide immediate formative assessment data. Students are required to do both summer reading and math assignments to aid in the retention of previously learned concepts.

This year STS has initiated a single group (all girls) class and one mixed group class in the 8th grade. The school will administer the TerraNova tests to this grade in the spring to determine if there is a benefit to single sex classes. Usually, the 8th grade students do not participate in the TerraNova testing. Results from the TerraNova will be reviewed and dissected and compared to testing in the 7th grade to ascertain if the scores remain consistent.

Overall, the high assessment scores of STS students are evident in their 100% acceptance into diocesan high schools and placement in honors and AP courses when entering the public school system. The scores are reviewed yearly and problem areas are identified immediately. Gains are attributed to dedicated, hard working, highly professional teachers who consider their students their children. STS teachers pride themselves on providing differentiated educational experiences which address and embrace varied learning styles and multiple intelligences.

2. Using Assessment Results:

The faculty at STS uses the assessment data from the TerraNova tests in a variety of ways. The students' performance on these tests allows teachers to track their annual progress. In addition, the faculty can identify any discrepancies in the educational process or curriculum. In discovering the disparities, the faculty can determine the effectiveness of different teaching methods in implementing the entire curriculum. In this way, the faculty can examine the concept of "multiple intelligences," among both students and teachers.

For students, this assessment can identify not only those whose needs require more individualized instruction, but also those who would benefit from assignment to Advanced Placement courses. For teachers, whose primary goal is identifying strands of the curriculum that need reinforcement, this evaluation identifies methods that succeed and methods that need to be refined or eliminated.

At the end of the school year, teachers review the TerraNova results and complete the diocesan "TerraNova Evaluation & Action Plan Worksheet" for each student who did not achieve complete mastery of any discipline. They also include how the skill was taught and what instructional strategies were used. In August, prior to the start of the school year, these teachers then meet with the rising grade teachers to review the data on the "TerraNova Evaluation & Action Plan Worksheet" and discuss instructional strategies to be implemented in the new school year.

Specific criteria are used to determine placement of 7th and 8th grade students into math classes. In addition to the TerraNova tests scores, STS uses the Iowa Algebra Readiness Test and cumulative annual math grades for inclusion into specialized math classes that are designed to maximize each student's achievement. In 7th grade, STS offers two differently paced Pre-Algebra classes and in 8th grade, students may take Pre-Algebra II, Algebra I, or Honors Algebra.

3. Communicating Assessment Results:

STS implements a variety of tools and techniques to communicate student performance. TerraNova test results are received and reviewed by the administration and teachers on a yearly basis. These results are communicated to the parents using an individualized report and information regarding interpretation of the data. The parent report includes data with national percentile scores as well as a detailed summary of specific knowledge, skills and abilities that were assessed in each area of the test. Aggregate data is communicated to the school community via the principal's weekly letter. For kindergartners, STS uses the Phonological Awareness Literacy Screening (PALS) to gauge reading readiness for incoming students. The test is administered in the spring prior to admission. Results are presented and discussed with the parents and provide valuable information regarding the child's readiness for an academic kindergarten program.

Students and parents are kept apprised of student progress using a variety of methods. They receive daily formal and informal feedback from their teachers. In the elementary grades, teachers send home weekly folders detailing the student's work, tests, quizzes and any other graded items for parental review and signature.

Elementary interim grades are sent to the parents quarterly via Edline. For middle school students, progress reports are sent via Edline every 2 weeks. School-wide parent-teacher conferences are scheduled at the end of the first quarter. Parents and/or teachers may request conferences throughout the year as needed. Teachers are always available to help guide parents in planning and implementing educational strategies for their children.

Student academic achievements in grades 4-8 are recognized publicly through the Honor Roll. Other achievements, such as Science Fair, Spelling and Geography Bees, as well as various academic accolades of present and former students are communicated to the school community through the principal's weekly letter and the church bulletin.

4. Sharing Success:

STS is firmly rooted in its role as a member of the greater community and sincerely believes in sharing its successes. This is accomplished primarily through communication between the administration and school parents, the participation of and contribution by the faculty to curriculum committees and community groups, and especially through acts of service performed by STS students.

The principal corresponds weekly with the entire school community through the emailing of the “Green Envelope,” which includes current news. The “Thunder Bulletin” provides school news and information and serves as marketing material to prospective families in the community. Both of these newsletters are available for viewing on the school’s website, as is individual classroom news.

The faculty of STS is proud of its achievements and strongly believes in sharing its successes with other teachers and schools in the Arlington Diocese and the educational community at large. They participate in diocesan sponsored meetings to exchange information and lesson plans specific to their disciplines with other schools. Opportunities for the principal to share information with other administrators are provided through diocesan sponsored meetings and workshops as well as area principal meetings. The administration of Loudoun County Public School (LCPS) conducts meetings to discuss the distribution of the federal funds appropriated to STS with the principal. Information shared between the STS Resource Department and LCPS ensures that children with IEPs are appropriately serviced.

If awarded the Blue Ribbon School honor, STS would actively support other schools in their effort to obtain Blue Ribbon status by encouraging contact from potential schools and assisting them with the process. STS would be privileged to mentor others in their endeavor and would invite them to visit the school.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

STS nurtures and fulfills the spiritual, academic, social, physical and emotional promise of each child in accordance with the teachings of Jesus, rooted in the traditions and doctrines of our Roman Catholic faith. All classes follow and implement the curriculum designed by the Office of Catholic Schools of the Arlington Diocese. The majority of the students entering high school qualify for honor and AP level courses.

Religion – Religion is the foundation of learning at STS. Christian values are part of our students' daily lives. Children attend weekly Mass and participate as readers, gift bearers, and altar servers. They prepare for the Sacraments, participate in both school- and community-sponsored service projects, and celebrate the Holy Days.

Reading & Language Arts – The program at STS is literature based. In the primary grades, leveled readers are used in the small group setting. The fundamentals of English grammar are taught and applied using the writing process. In the middle school, we strive to conjoin reading and writing skills. The block system has been implemented successfully and because of the extended time available, the students understand grammar and mechanics and can immediately apply concepts they have learned.

Math – The math program begins in kindergarten and is integrated comprehensively throughout the curriculum. Touchmath, a multi-sensory program, is used to help those of all abilities with different learning styles. Middle School courses include Pre-Algebra, Algebra, and Honors Algebra. Local National Honor Society students provide tutoring for students in all grades.

Social Studies – Students develop an appreciation for cultural, ethical, and economic differences around the world. The students are exposed to current events through the use of Scholastic and Junior Scholastic News. The Five Themes of Geography is a framework for teaching Social Studies which includes field trips, student presentations and debates, the National Geographic Geography Bee, and culminates with an 8th grade thesis.

Science – The science curriculum is re-enforced with the frequent use of microscopes, dissections, model building, and nature walks. The middle school students have access to a state of the art science lab. Students of all grade levels participate in science lessons using Promethean boards.

Spanish – The Spanish program at STS begins in kindergarten and continues through eighth grade. All students in grades 7 and 8 participate in the Spanish curriculum. Ninety percent of our graduating 8th grade students are eligible to advance to high school Spanish II. STS is in compliance with the foreign language requirement for this program.

Physical Education – The Physical Education program at STS instills fitness and good health in the students as well as developing good habits to last a lifetime. Weekly PE classes prepare the students to excel in the Presidential Fitness Test each year. To promote a healthy lifestyle, students are required to complete a PE Contract for physical fitness each quarter.

Art – Students enjoy art class once a week. Many forms of age appropriate media are used to touch on art history. Students have successfully participated in the Loudoun County Art Show and their talents are exhibited throughout the STS.

Computer – Students are introduced to the basics of computer as well as more advanced topics, such as keyboarding, formatting, Power Point presentations, by high-qualified instructors. Students and parents participate in the annual Internet Safety Week held at STS.

Music – General music is used as a cross-curricular connection to enhance students' knowledge of core subjects. Students are encouraged to participate in chorus, band, individual instrumental instruction, and the school musical. The chorus has performed at Wolf Trap for the Holiday Sing-Along with the Marine Band and at George Mason University.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The goal of the reading program is to provide integrated, flexible, challenging, and developmentally appropriate instruction. At the core of the program is the MacMillan-McGraw Hill's *Treasures*. Its selections encompass many cross-curricular and multi-cultural genres of writing. Instruction is differentiated within the classroom. Core selections, trade books, leveled readers and support materials are used in a small group setting in the primary grades.

Explicit teaching in phonics, vocabulary, grammar, spelling, comprehension and fluency begins in the early grades, as does a spiraling writing program. The Sadlier-Oxford's *Phonics* is used as additional support. A word-study approach is used beginning in the first grade to build spelling and vocabulary skills, and the writing process is expanded as the students progress. Reading skills are reinforced with the SRA independent reading program, beginning in the primary grades. Students progress at their own pace through reading selections, with both comprehension and word skills assessed.

The middle school reading program at STS dovetails the curriculum guidelines of the Diocese of Arlington with Blooms Taxonomy of Higher Order Thinking Skills. The recent selection of the Glencoe middle school textbook series was chosen because of its emphasis on such skills, including analysis, synthesis, and evaluation. The series organizes in a theme-based unit structure, where students read, interpret, make predictions, make inferences, and draw conclusions through the examination of a variety of genres of multi-cultural literature. Differentiated instruction is utilized with a variety of formative approaches, where emerging, beginning, intermediate, and advanced reading skills are identified and addressed. The reading program is complemented by the writing and grammar program through reading-based-writing.

Students in grades five and six also may participate in the *Battle of the Books*. Participating students read books and engage in activities to enhance comprehension and appreciation ending with annual competition.

3. Additional Curriculum Area:

The goals of the math program at STS include developing the core knowledge of and competence with numbers to engage in problem-solving and computational fluency by relating math to real-life experiences and applications. The school's mission is embodied in a math program that nurtures the promise of each child and challenges each, individually, to reach his academic promise.

Our K-6 students use the Sadlier-Oxford Math series, in conjunction with various supplemental materials, to learn fundamental concepts in numbers, addition, subtraction and regrouping. Students in the higher grades use the Glencoe and McDougal-Littell texts in addition to the Sadlier-Oxford series.

Teachers of early grades use manipulatives and Promethean Interactive Whiteboards to help teach concepts such as patterns, measurement, addition, subtraction, graphing and telling time. As they progress, children develop counting skills and apply them to applications such as calendars and money, and they begin to engage in discussion and cooperative groups.

Continuing in the fourth grade, students incorporate mathematical concepts into long-term memory with practice in problem solving, chart and graph interpretation, computation, recall, geometry, fractions, decimals, and complex measurement of time, space, and money. Algebra is introduced, and students are provided with the necessary time and opportunity to develop skillful and cohesive problem-solving skills.

Middle school students develop fundamental skills, including the use of algebraic functions, sequences, and language. The curriculum tests their understanding of collecting, organizing, interpreting, and displaying types of data and the use of probability. The students continue to develop skills in the recognition and use of place and value, the order of whole and decimal numbers, as well as the utilization of estimation. The series helps them comprehend relationships among ratios, proportions, decimal numbers, percents, fractions and mixed numerals. Our seventh grade offers two levels of Pre-Algebra and eighth grade offers three levels, Pre-Algebra II, Algebra I or Honors Algebra.

4. Instructional Methods:

The faculty at STS prides itself on recognizing both the individual talents and the full potential of each of its students. Faculty members respond to the unique strengths of their students by ensuring that a variety of instructional methods are utilized throughout a given lesson. By creating an environment in which students are given the chance to experience a number of different teaching styles, the faculty is able to ensure that all students are afforded the best chance to learn in a manner comfortable for them. The use of Promethean boards, along with guided reading groups, cooperative learning, and lab time, further the learning experience for all students.

In primary grades, students of all abilities are supported using assessment results and classroom observations for placement in the appropriate reading groups. In the case of students requiring more assistance, teachers make use of classroom aids and volunteer parents to provide additional support to learning experience.

In order to best accommodate the abilities of all middle school students, the reading and language arts department utilizes block scheduling. This scheduling allows for more flexibility in teaching literature and writing, and enables teachers to personalize and tailor their approach to best suit the individual student. In addition, the middle school offers math in several ability levels, ranging from basic math to advanced levels, which includes high school algebra.

When it is determined that a student would best benefit from the support of a special needs program, the resource department, in conjunction with the student's parents and teachers, develop a comprehensive student assistance plan. The resource personnel collaborate closely with the faculty in order to ensure that the assistance plan fosters a positive and successful experience for the student, both inside and outside the classroom.

5. Professional Development:

STS realizes the necessity of life-long learning for all our educational professionals. STS's professional development program is supported by our annual budget and supplemented by a generous PTO. STS funds enrollment in college courses and attendance at on-going seminars, workshops and in-services throughout the school year. Professional development opportunities are three-fold: all teachers attend mandated diocesan seminars or workshops, attend seminars at STS led by nationally renowned educational specialists, or seek individual opportunities for educational development. Key areas of focus are identified by administration and faculty through annual goal setting, assessment of the school's standardized testing scores, and current trends in education.

Teachers immediately implement newly acquired skills in the classroom and share with other teachers. Selected teachers also participate in yearly Diocesan curriculum and textbook review boards to ensure the quality of current programs and to provide professional expertise when new textbooks are adopted. New teachers are acclimated to STS's instructional model through the use of the Harry Wong series, Successful Teaching, and Ron Clark's Essential 55. A mentoring system provided by a veteran team member enables a successful transition for both teachers and students.

STS faculty receives training on the use of instructional tools, such as the Promethean Interactive Whiteboards and their related classroom apparatus. Technical training is required prior to usage to ensure new

technology can be introduced seamlessly into the classroom. High-level training is also provided in-house for Edline and all other technological programs.

Professional development is on-going. Faculty meets during lunch and shared planning times to discuss issues and strategies. Weekly teacher meetings ensure that school-wide issues are addressed along with the concerns of individual disciplines. Discussions on current trends/articles from ASCD, Phi Delta Kappa, National Council of Teachers of Mathematics (NCTM), and National Science Teachers' Association provide a means for teachers to learn and grow as professionals.

6. School Leadership:

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4550</u>	<u>\$4550</u>	<u>\$4550</u>	<u>\$4550</u>	<u>\$4550</u>	<u>\$4550</u>
K	1st	2nd	3rd	4th	5th
<u>\$4550</u>	<u>\$4550</u>	<u>\$4550</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 4232 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1714
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
8 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	95	97	97	87
Number of students tested	47	55	56	60	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	90	88	94	87
Number of students tested	47	55	56	60	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	87	86	82	80
Number of students tested	58	59	60	59	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	89	86	84	87	81
Number of students tested	58	59	60	59	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	87	84	79	90	91
Number of students tested	49	60	55	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	80	79	86	86
Number of students tested	49	60	55	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	69	74	88	82
Number of students tested	57	54	56	55	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	81	79	87	88
Number of students tested	57	54	56	55	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	75	82	87	84	78
Number of students tested	47	44	48	53	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	85	83	84	83
Number of students tested	46	44	48	53	58
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	84	76	81	86
Number of students tested	41	46	47	58	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	87	86	87	87	81
Number of students tested	41	46	47	58	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: